

DEC 24 1953

Library  
University of Michigan  
Ann Arbor, Michigan

*The Teachers College*

DECEMBER, 1953



NUMBER 3

VOLUME XXV

INDIANA STATE TEACHERS COLLEGE  
TERRE HAUTE, INDIANA

UNIVERSITY OF MICHIGAN  
GENERAL LIBRARY

# THE TEACHERS COLLEGE JOURNAL

Volume XXV

December, 1953

Number 3

## DECEMBER COVER

Pictured on the cover are the symbolic book and torch used in the ceremonies commemorating Founders Day of Indiana State. Founders Day ceremonies will be held January 6, 1954.

RALEIGH W. HOLMSTEDT  
PRESIDENT

CHARLES W. HARDAWAY  
EDITOR

ALLAN SPICER  
ASSISTANT TO THE EDITOR

## EDITORIAL ASSOCIATES

Olis G. Jamison

Jacob E. Cobb

J. Erle Grinnell

## EDITORIAL BOARD

Florise Hunsucker

J. Erle Grinnell

Thomas A. Nevitt

Olis G. Jamison

Raleigh W. Holmstedt,  
*Ex-officio*

## CONTENTS

Three Points of View <i>Charles Hardaway</i>	Editorial
Teaching Student Teachers In Interviewing <i>Margaret O. Jorgensen and William R. Lueck</i>	Page 30
Preparing Democratic Leaders In College <i>A. W. Baisler</i>	Page 31
"Promise To Myself" <i>Carmen Steffen</i>	Page 33
A Deserved Privilege <i>James Roach</i>	Page 34
Values In The Teaching Of Foreign Languages <i>Nina Kannmacher Baker</i>	Page 35
Book Reviews	Page 39

The *Teachers College Journal* seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the *Journal* to points of views so expressed. At all times, the *Journal* reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

Published October, November, December, January, March, and May  
by Indiana State Teachers College, Terre Haute, Indiana.

Entered as second-class matter October 5, 1931, at the post office at  
Terre Haute, Indiana, under act of August 24, 1912.

The contents of the *Journal* are listed in the Education Index.



# Three Points of View . . .

A look at the attitudes of three typical high school students toward their high school education reveals three distinct points of view. It is pointed out that they attended the same high school (in this case, a relatively small one) and thus were exposed to the same school environment. The school offers a general academic curriculum plus a few courses in vocational areas such as typing, bookkeeping, home economics, agriculture, and industrial arts—enough to meet state minimum requirements.

Student A is a boy, with slightly below average intelligence, who has a definite interest in areas involving computational and mechanical skills. In his four years of high school, he took the customarily required academic courses and rounded out his remaining studies with a hit-or-miss selection of courses. His program was based primarily on convenience. He had little time or interest concerning athletics or extra-class activities, and his participation in these was very slight. He finished high school after considerable effort and prodding in the lower one-fourth of his class. Here is his reaction to high school:

"I hated school! Frankly, I can see very little value to it now. Most of it was 'over my head,' and besides there

was nothing I was interested in. I sometimes think I would have been better off if I had quit when I was sixteen, and got a job. It would have been much simpler and a lot easier. All in all, I think my high school education was hardly worthwhile."

Then there is student B. This student, a girl, with average intelligence, had no desire to continue her education beyond high school. Her chief ambition was marriage and the establishment of a home of her own, when she finished school. She also took the required courses and filled out her schedule with home economics courses and a few commercial courses because "there was nothing else to take." She took some interest in out-of-class activities and did well in some courses and poorly in others. She graduated with a C average. When asked what she thought about high school, she replied:

"It was all right! Much of it was somewhat of a drudgery and in many cases was pointless, but I guess it was okay. At least I was able to get through, whether it will do me any good or not. I know a high school education is important, but it seemed so impractical. I was sure glad when I graduated."

Student C, also a girl, had high

intelligence, and with little apparent effort ranked at the top of her class. She took all the required courses and any other academic courses that were offered. Her main ambition was a college degree and a professional career. She participated in most school activities and was probably the most-liked person in her class. As to her attitude toward high school, she said:

"I loved it! High school was the most thrilling event of my life. It has been so worthwhile and beneficial. It has prepared me for future education, and undoubtedly, has helped me in many ways."

Yes, three points of view! And probably these points of view are universal among high school students. Some hate it; some tolerate it; and some thoroughly enjoy it. The secondary school is for the adolescent. It is based on his present needs and future needs. It is designed for current adjustment and life adjustment. To help each student attain this goal, those responsible for secondary education must place the individual first. The school must provide for all students, and must be based on the interests and needs of each individual. Only then will the attitudes of all pupils be favorable toward secondary education.

CHARLES HARDAWAY  
Editor



# Teaching Student Teachers In Interviewing

Margaret O. Jorgensen and William R. Lueck  
Illinois State Normal University

Recent emphasis on individualized guidance and instruction in the public schools requires that teachers be equipped with the skills needed in these approaches to the development of good citizenship. One of the competencies frequently required in dealing with individual children is that of conducting a successful personal interview. This article reports the efforts of a teachers college instructor in providing a class of prospective teachers with the opportunity of actually practicing objective techniques of interviewing. More specifically, this activity was to aid in training these prospective teachers to conduct skillfully an informal interview as one means of discovering the things they will have to stress in their subsequent teaching of adolescents.

Twenty students in a class studying the Psychology of Adolescence felt the desirability of learning at first hand the problems and activities of young people who have recently entered adult life. The personal interview seemed to be the best method of attaining this objective. Accordingly, a list of those who had been graduated from local high schools during the two preceding years was prepared. The names of those attending college or living beyond interviewing distance were removed from the list. The remaining names were distributed among the class and became the subjects for interviews.

The purpose of the interviews was to evaluate the social competency and emotional maturity of these young people who are the products of high school training of the last six years.

To determine the social competency of the persons interviewed, the class decided to draft a list of questions intended to elicit the relevant facts. A number of the questions are given below.

1. How well do these recent graduates of high schools feel they are liked in their community?
2. What is their vocational competency?
3. What degree of social initiative do they display?
4. What degree of civic initiative do they practice?
5. What degree of religious interest have they?
6. How broad is their interest in current, cultural, political, economic, and scientific happenings?

In eliciting the degree of emotional maturity a somewhat similar approach was used. The interviews were to seek data from their subjects along the following channels:

1. Plans for the future.
2. Objectivity of self-evaluation.
3. Objectivity of social evaluation.
4. Acceptance of social position.
5. Acceptance of religious position.
6. Acceptance of educational position.

Prior to arranging conferences with the subjects the members of the class were given training in the technique of interviewing. They learned, among other things, how to plan, arrange, and conduct the interview. Demonstrations and practice in class were directed toward skillful questioning without suggesting the expected answer.

Interviews were made at the place of residence of the person interviewed and at his convenience—or at some place of his choice if he preferred not to talk at home. No notes were written during the interview in order to promote maximum freedom for the speaker. The people interviewed were told that the interview was for the personal benefit of the person doing the interviewing because of his interest in young people just out of school. Every assurance was given for the

anonymity of the person interviewed. Notes were written immediately after the interview and were analyzed by the following outline.

## *Analysis of Interviews*

Study the comments on home life for:

1. Plans for future home life.
2. Attitudes toward family—active or passive, positive or negative.
3. Living with parents.
4. Number in family.

Study community activity and world outlook for:

1. Knowledge of community activities.
2. Attitude of personal involvement in community program.
3. Attitude of indifference or hostility toward community problems.
4. Knowledge of and attitude toward:
  - a. World affairs.
  - b. Religious activity.
  - c. Racial tolerance.

Study educational outlook for:

1. Satisfaction with educational status.
2. Hope for future education.
3. Present educational activities.
4. Hospitality or indifference toward past and future education.

Study comments on recreation for:

1. Effects of group recreation.
2. Active or passive recreation.
3. Isolation from group recreation.
4. Attitude toward recreational opportunities of the community.
5. Extent of recreational activities.
6. Importance of recreation to person involved.
7. Types of recreation.

Study the comments on occupation for:

1. Satisfaction with work.
2. Occupational goals.
3. Wage or salary goals.
4. Satisfaction with prestige.
5. Passive or active attitude.
6. Types of occupation.

From the analyses of the 74 individual interviews, the class judged whether the individual interviewed displayed a negative, positive, or an indifferent attitude in the several areas studied. The final judgments were made by four committees of five students each. The combined re-



ratios are presented as simple ratios. For example: job interest found four with a negative attitude for every ten with a positive attitude and one with a different attitude. The following table gives the ratios in twelve major areas:

# RATIOS INVOLVING NEGATIVE, POSITIVE, AND INDIFFERENT ATTITUDES OF RECENT HIGH SCHOOL GRADUATES

Job Interest	4/ 10 / 1
Feeling toward adults	7/ 2 / 1
Civic responsibility	10/ 25 / 10
Social responsibility	3/ 2 / 5
Occupational satisfaction	1/ 5 / 2
Plans for marriage	4/ 14 / 1
Attitude toward education	13/ 16 / 7
Recreational interest	1/ 40 / 10
General attitude	10/ 13 / 4
Plans for future	2/ 2 / 4
Religious interest	2/ 14 / 7
Feeling accepted by adults	4/ 14 / 3
Sum of the ratios	61/157/55

What did the students of this class learn from their interviews? The table of ratios above gives a partial answer to this question. It appears that with the exception of attitudes toward adults, there is a greater proportion of positive attitudes than negative or indifferent attitudes in these areas. In six out of the twelve areas there is a greater proportion of negative than of indifferent attitudes in such vital areas as feeling toward

adults, civic responsibility, social responsibility, attitude toward education, and plans for the future. It should be noted that these are areas that affect the status of society and the survival of the nation. If these data may be interpreted as having general significance, then the schools have fallen far short of educating for happiness and general responsibility. The picture is but slightly improved by finding the sum of the three columns of ratios in the table. To be sure the ratio of positive to the combined negative-indifferent attitudes is 157 to 116. This indicates somewhat greater positive reactions than the less desirable tendencies. In a land of the free and plenty the negative attitudes should be expected to dwindle to insignificance. Evidently this class found through their interviews important deficiencies in the education of certain high school graduates. To remedy them will challenge the best efforts of these prospective teachers when they come to guide the adolescents of the future.

Not only did these students learn much from the persons interviewed, but they also broadened their knowledge about conference techniques. They gain actual experience in arranging, and conducting an interview. More specifically, they indicated having learned techniques of establishing rapport and of framing questions so

as to elicit more personal and intimate information. The members of the class reported increased confidence in their ability to conduct and analyze the results of personal interviews. The students found through analysis of the interview reports that it is evident objectivity in the person interviewed varies from one area to another. Some persons interviewed could be objective about community affairs but but not about personal affairs. Furthermore, the students learned through their interviews that it was not difficult to secure generous cooperation from the persons interviewed. These people seemed to enjoy talking to their interviewer. Some expressed pleasant surprise that college students should be interested in their problems.

It was the opinion of these students who interviewed the graduates of recent years that they had gained a much closer contact with them and greater understanding of their problems from this undertaking. All were of the opinion that this was a very valuable public relations activity. Both the class and the instructor agree that the results obtained by these students must not be considered reliable due to the inexperience of the interviewers, nevertheless, the activity definitely achieved its objective of providing actual practice in objective techniques of the informal interview.

## Preparing Democratic Leaders In College

A. W. Baisler

Dean of Students, State University of New York, State Teachers College, Cortland, N. Y.

There are a few great personalities in America today. Furthermore, there are none in the making. This is the conclusion of Dr. Albert Schweitzer, psychiatrist-philosopher. Such a tragedy is due to "institutionalized thinking," he says. People come to think as their "organization" thinks in our culture. They are taught what to think rather than how to think. Result—no independent thought, no

significant leadership, no greatness in our day nor in the future.

What a shock! Democracy cannot survive under these circumstances! We become sheep for the slaughter, puppets for the politicians, victims of vice. Is it possible that our public education system is contributing to such a dilemma? It is obvious that the student leaders on the campus

lack the know-how in handling their organizations.

There is confusion in getting programs planned and in operation. There is criticism that discussion lags and that topics are uninteresting. Secretaries are not proficient in summarizing discussion. Treasurers are inadequately prepared for their duties. It is imperative that immediate steps be taken to instruct students in the

art of discussion and in the details of administering an organization. It is with this in mind that an annual conference is in order, to be attended by all present officers and all newly elected officers of campus organizations. The purpose of this conference should be to instruct new officers in the art of leadership. This observation was made by the President of the House of Delegates at State University Teachers College in Cortland in March, 1952.

### WHAT WE DID ABOUT IT

Plans were immediately laid for the First Annual Leadership Conference at Cortland. It was destined to become one of the most significant moves to be taken by the House of Delegates since the ratification of the Constitution.

President Donnal V. Smith of the College threw the weight of his influence and enthusiasm behind the venture. He keynoted the Conference by urging the students to direct their energies toward the development of democratic values through leadership at Cortland. Following this, a symposium on "Selecting Interesting Topics" was held. Staff members and students participated on the platform.

A second symposium was conducted in which discussion techniques were presented by selected staff members and students.

A third symposium discussed Faculty-Student Relationships.

Laboratory sessions were interspersed, treating the specialized functions of the officers. Old officers shared their experiences with the newly elected. Specialists from the staff acted as consultants for each laboratory.

One laboratory entered into parliamentary procedure with a speech professor as consultant. All presidents and vice-presidents were required to attend.

Another laboratory considered the taking of minutes and keeping records. The president's secretary (a former teacher of business education) was

the consultant. All secretaries attended this meeting.

Still another laboratory entered into budget making, allocation of funds, writing checks, keeping accounts, etc. The College Business Manager was the consultant.

Demonstrations of "How to Conduct a Discussion," and of the contributions of certain organizations were held.

A final symposium brought the results of the group meetings together. Recommendations came from the floor on an individual basis, not the result of small group action. Each contribution was clarified right there and entered into the record to the satisfaction of the contributor. These statements formulated a course of action for the ensuing year.

1. Developing the concept of individual thought as of primary importance was emphasized.

2. Instruction in the art of leading discussion was to become a part of every organization's program.

3. New techniques for arranging agenda in an attractive manner.

4. Developing leadership within organizations.

5. Helping students select their organizations wisely.

6. Training periods for officers to orientate them to their responsibilities.

The objectives were to define the role of the leader, to help him to accept this role, and to provide him with the techniques for high level performance.

### CONCLUSION

Teacher education is at an impasse! Our major energy output seems to be directed toward larger enrollments and higher pay for teachers. Isn't there some larger purpose for us? Let the author suggest that we adopt "Preparation for Democratic Leadership" as our purpose. What better, more promising way to direct the energy of American youth?

Our high schools are not preparing youth for leadership—witness the comments above. Their emphasis continues to be upon academic achievement, rote learning and adult-dominated school government. The result is institutionalized personalities, paucity of ideas, lack of self-expression, escape activities such as "panty raids." Another result is the high rate of drop-outs among high school and college students.

"Democratic leadership can be learned," says J. B. Nash. "Leaders are not born, they are made", Miss Carolyn Evans (Vice-president of East High School, Denver, Colorado) in the N.E.A. Journal of November 1952. This learning cannot be left to random activity. It must be spelled out esoterically. The abstractions (such as democracy) must be clarified. The processes must be practiced in real life situations. This must become a part of our curriculum now.

If democracy is to endure, if we are to survive the pressures exerted by institutionalized forces such as Russian Communism, if we are to understand this democracy of which we sing, it must be taught to our students. The only way they can learn is to practice it. Dr. Carl Rogers has assured himself that he cannot teach anything; a student teaches himself. Teachers Colleges must sound the reveille on this point or we shall not wake up in time, if ever! The answer is student-faculty planning with administrative sanction. We must dedicate ourselves to honoring the ideas of our students. Such action will be evidence of the maturing professors in our classrooms.

At Cortland we hope to pursue the answer by accepting the challenge the authors have leveled at teacher education. We are doing it because we believe that the resources of each individual deserve free expression. And that the great hope of American democracy lies in leadership which will make this expression moral and articulate.



# "Promise To Myself"

Carmen Steffen

First Grade Teacher, Bicknell, Indiana

It was the Saturday between semesters and I sat at my desk with pen in hand to determine the final grades to be placed in my register. The shopping trip had been postponed until late afternoon or early evening, as someplace along the way I had promised myself that this First Grade teaching was worthy of being first in my plans and up till now I had followed this plan unwaveringly.

I opened the register and the name of Annie Anderson stared at me from the outline of my own penmanship. It was the opening day of school that her mother had brought her to my class. The mother attired in gaudy white fur jacket and bright red skirt, far too short, sat on the corner of my desk and dangled her long slender legs as she told me Annie should never leave the school until I left for the day as her "social activities" kept her from being home right at that time. Annie watched and listened with a small lost look on her sweet, round face.

As a student she excelled, but even with love beyond the line of teachers' expectation I could not erase that small lost look. I stayed at school longer on the Thursday before our Friday Christmas Party. Annie stayed close, handing me tinsel, then a Christmas bell, and finally when it was time to go she seemed reluctant to leave the gayly decorated room that echoed with warmth even as one stood in the doorway. It took her longer than usual to tie her scarf and at the door she hesitated and timidly said, "Won't the children love it tomorrow?" She waved to me as we went in opposite directions at the outside entrance. I hurried home, prepared my scant meal, and wrapped the presents for the party next day and I'm sure I added an extra half yard to the bow on Annie's.

It was here that I heard the clang-

ing of the small town fire truck and several cars going by at terrific speed, and the neighbors were coming out on their porches to see "which way the fire is." My telephone called me from the porch. It was a neighbor of the Andersons saying, Annie's house was burning fast and could I tell if Annie had come home. My heart tightened for I had to tell her Annie had been home at least one hour and a half. The firemen found Annie in a corner, where she had crawled, in suffocation. Her hands clutched small ringlets of bright colored paper that she had learned to make just that day. The charred tree and presents were in another corner. The policemen searched the town for the gaudy, loud speaking mother and finally had to move her by force from the downtown beer parlor.

I looked at the name, Annie Anderson, a long time and I couldn't mark a line through it from beginning to end. Instead, with green ink I shaped a tiny Christmas tree at the beginning of the line and from a box in the right hand desk drawer I took a small gold star and placed it at the end of her name. Somehow I can see it on a tiny crown, somewhere!

The next name on the register, Charles Bradley, brought me out of dreams of the past. His "Hi, Teacher!" every morning seemed to start bells ringing. Then, there was the morning he told me, "My Mom is going to invite you up for dinner some night. She's saving for a new white table cloth and when you come, we're going to have 'nannies and jello and cake." Charles was outstanding for his cleanliness but poverty spoke for itself from the small shoes that were still too big and the overalls hemmed at the bottom again and the small tucks in his shirt sleeves to make them just right. Somehow, when I thought of ways to make my

classroom attractive, I liked to think of Charles and how big his already big blue eyes would get over a new picture or an extra fish in the aquarium. There were no pretty pictures on the walls of his home and there was no money for pets. School was a big thing to Charles. It was beauty where there had been only ugly skimping and saving. It was the place of "knowing how" instead of guessing. He learned fast and I placed an "A" beside the name of Charles Bradley.

When I saw the name of Chris Walters I saw not one person but three. The first day of school she was accompanied by not just one but both parents.

Mother said, "Chris, tell the teacher your name."

"Honey, hold your head up and don't act so scared," added her father.

"Chris is our only one," explained her mother, "so you see we count a lot on her."

"She has already read three books clear through," helped father, "and I think two of them are the first two you use."

Small Chris looked from one to the other and every second she was climbing higher to her almost four feet height.

"You won't have any trouble with our Chris," Mother continued, "in fact, she will be a great help to you in teaching the others."

"Oh, Chris and I will get along fine," I finally broke into the conversation—but not for long.

"She has already taught our little four-year-old neighbor boy to read and count to fifty," Father commented.

The ringing of the bell and seating of the children interrupted our one sided conversation and the parents walked away reluctantly leaving their small idol in a stranger's care.

Chris arrived promptly every morning with the shiniest starched dress of all and a hair ribbon that always made all the others look dull. She paused at my desk each morning to give me some small gift. Sometimes it was a rose, often a piece of fruit,



or a square of home made fudge and before she went on her way would ask, "Mrs. Steffen, I look better than anyone here today, don't I?"

Always after lessons she said, "Teacher, I did best of all, didn't I?"

One day I decided it was time for a lesson that I couldn't find in the books. When the other children went to play and she stopped to ask if her writing was the best, I said, "Look Honey, I've a different sort of lesson I'd like to try. Would you like to sit here with me while the other children play?"

"Oh, yes, Mrs. Steffen, I'd love to," she assented.

I took three pictures of little girls from the desk (I had saved these for

this particular occasion). One was the picture of a little girl richly clad, the second was the picture of a little girl clothed in average apparel, the last was a picture of a poor little girl with bare feet and a ragged, but clean dress. I took three sheets of writing I had saved for several years and I placed each one beside its respective owner. We discussed first how each little girl looked and spoke as to their parents' wealth or lack of it and then we noticed that the little poor girl had written her numbers as well as the rich girl.

"Did the pretty girl know the little poor girl could do so well?" she asked.

"I am telling her now," I answered looking straight at her, then patting

her on the shoulders, "Now run out and help finish that game. They are saving a place for you."

I placed a straight "A" beside Chris' name. I really felt I should put a foolish plus beside it but I was afraid it would go to her head.

Yes, this business of First Grade teaching is a full life in itself and every so often I stop and say, "To whom did I pledge to devote my whole life to something like this? To whom did I pledge love when love is not required and benevolence when it is 'beyond the line of duty'?"

The answer comes back as clear and resonant as the first school bell I hear each morning—"You promised yourself." And I know with myself I cannot break that trust!

## A Deserved Privilege

James Roach

Senior, Laboratory School, Indiana State Teachers College, Terre Haute, Ind.

The report contained herein is the description of a contribution made to political progress by an organization formed entirely through the ambition of a group of forseeing youth which is aware of the changing times in which we are living. Today's younger set, unlike its predecessors, is much more aware of the political conditions confronting the world and is in a more independent position which serves as a vantage point for action on such issues.

The younger generation is directly involved with issues which are now decided by the voter's over the age of twenty-one. Two examples will suffice. The young men of today are called upon to fight for and in many cases sacrifice their lives for their country; however, they have no voice in the government which establishes the policies and issues of military duty. The same situation exists in relation to taxes. No doubt everyone has heard the expression from the days of America's infancy, "This is taxation without representation." That

is exactly the case today with many of these young, eager persons who must await the unjustified voting age of twenty-one before having a voice in deciding how their own money is to be spent.

Many times, it seems, that politics tends to run right "along the old beaten path." How is progress possible without experimentation? It was felt that younger voters are needed at the polls to balance this old-line conservative voting. There is no need to believe that this group would hurl our nation into a state of radicalism from which it would never survive. Of course, it is realized that experience comes with age, but the point is, that this age is coming to the average youth much sooner than when our existing voting-age law was established. By the time the average young man or woman is graduated from high school now, he or she has had at least two or three years of working for gain and carrying responsibilities and again has helped to finance his nation by having a

sizable amount deducted from his pay envelope, or has served his nation as a member of the armed forces. Thus we have the reasons and groundwork which encourage a group of these concerned individuals to stand up for their rights and work to achieve what they thought they were entitled to—The right to vote!

The project developed as a result of a state law passed in Indiana in 1951 which requires each high-school student to have at least one week of concentrated study in current politics regarding presidential elections. (How many so-called adults can honestly state that they actually sat down and studied all issues of such a situation? They are usually swayed by some emotional or selfish reason.) It was in this week's study of current politics that the idea originated. The entire project was initiated by three students without the assistance of any faculty member or adult leader. These three students, Miss Alyce Robinson, John O'Brien, and Michael Deitch, discussed the question of votes for eighteen-year-olds with one of their representatives to the State Legislature who was not immediately agreeable but who later introduced the bill in the State House of Representatives. To this point, the project was

confined entirely to a Civics class in which the idea first started.

The next step was to bring the idea to a larger group of students to see if the question was of interest to a more varied group. On November 11, 1952 the topic was well received at its introduction in a special school convocation at State Laboratory High School in Terre Haute.

The civics class, which had thus far acted as pilot, was authorized by the large group to act in further pursuit of building an organization. The class formulated a skelton organization and reported to a called meeting (outside of school time) of those interested, on November 21, 1952. At this meeting the civics class was dismissed and the new organization, under the presidency of Jim Roach, took over the reins. By this time the organization had acquired in its membership a faculty advisor, Miss Meribah Clark, who was very much interested and spent many hours in the cause of this group. One of the original "three beginners," Miss Alyce Robinson, was elected to the secretarial post for the group, and the financial records were coordinated by Miss Nancy Doan and Charles Flesher.

There were many preliminary functions to care for. A name was adopted for the organization . . . "THE FUTURE VOTERS LEAGUE OF INDIANA." A questionnaire was distributed to determine the particular interests of the members in contributing to the organization. Drafting was begun on a constitution. An opinion poll was launched which brought

back favorable results. Membership cards were printed and distributed. By this time the wheels of the organization were humming at a rapid and busy pace. Now it was time to introduce the project (officially) to the public. The people in whose hands the final fate of the question rested were first reached by a newspaper article written by one of the leaders of the group. The Future Voters League of Indiana was on its way.

Local legislators were again interviewed regarding their opinions and intentions as to further action on the project.

Correspondence with 150 legislators was carried on, requesting favorable action on the bill when it came before the legislature. Also Governor Craig, who had made a stand in favor of 19-year-old-voting, was contacted as were the Governors of the states of Oklahoma, North Dakota, and Georgia, the last named being the only state in the union which now allows persons of 18 years to vote.

On February 5 a joint meeting among representatives of the city High Schools of Garfield, Wiley, and State was held in order to join forces. Also, a group at Sullivan, Indiana, which was reported interested, was contacted. Two days later a radio forum in which members from the Future Voters League participated was heard over radio station WTHI. Preparatory discussions to this broadcast were held in each homeroom of State High School. Then on February 20, 1953, a panel journeyed to Gerstmeyer High School to introduce more formally the project there.

Then came the big chance. Representatives from the League traveled to Indianapolis and had their first taste of lobbying for legislation.

A co-worker to the Future Voters League is the League To Adjust The Voting Age or LAVA. This organization was effected in December of 1952. The Future Voters League worked in coordination with the League to Adjust the Voting Age but remained independent. A member from the local organizations was sent to the first meeting of the state organization and was placed on the executive board of that body.

In the Senate of Indiana the bill was reported favorably out of the elections committee by a vote of five to four. It was amended to provide for voting at the age of 19 rather than 18. The amended bill was then passed by a vote of 30 to 19.

In the House the bill was also reported favorably out of the elections committee and passed.

Future action of the bill requires acceptance by both houses of the 1955 legislature. If it weathers the storm there, the final decision will rest in the hands of the voting citizens in the form of a referendum in the presidential election in 1956.

It is sincerely hoped that these citizens will realize sufficiently the importance of their voting on that question to give this overlooked group a chance to have what is rightfully theirs. At any rate, the experience has been very worthwhile and extremely valuable to all concerned, and it has been a deserved privilege to work for this cause.

## Values In The Teaching Of Foreign Languages

Nina Kannmacher Baker

Class of 1952, Indiana State Teachers College, Terre Haute, Ind.

"A man that knows two languages possesses two soules," Voltaire once remarked. He was probably thinking

that the person who acquires a knowledge of language other than his own can better understand the traditions,

the hopes, the fears, and the humor of another people. A person who knows two languages can look at people and at nations in a truer perspective; he comes to the realization that not everyone thinks alike. He views the contributions that others have made to our cultural progress in another light. This wider knowledge builds a more tolerant and more



understanding individual.<sup>1</sup> Mature people "... grow to accept and respect their own uniqueness and that of others. . . ."<sup>2</sup> A broader knowledge of foreign languages can help to lead us out of our provincialism, and to make us a more mature nation.

### FOREIGN LANGUAGE IN THE GENERAL EDUCATION CURRICULUM

The teaching of foreign languages in our secondary schools is being attacked from various sources. Many educators do not seem aware of the necessity for the common people to know foreign languages and foreign customs. They can not see foreign languages in the general education curriculum. William Alexander goes so far as to say, "Actually, about the only valid justification the authors can find for inclusion of foreign languages in the high school curriculum is that of satisfying the intellectual curiosity of a few students who are interested in developing their linguistic interests and abilities."<sup>3</sup> This seems a short-sighted view when one considers how small our world has become in the past few years. How does foreign language fit into our general education program? Professor Adelman of Cornell University<sup>4</sup> answers those who would not include foreign language in the curriculum of our secondary schools. He thinks that the individual will not receive a well-rounded education if we delete from the curriculum the fine arts, the languages, and literatures. In our world of today which is shrinking before our eyes, it should be obvious to everyone that foreign language instruction should occupy an important place in general education for com-

mercial, politico-social, and scholarly purposes.

The face of a foreigner usually lights up when a few words are spoken to him in his native tongue. Captain Quentin McNary<sup>5</sup> mentioned the joy he detected in the faces of the Spanish soldiers of his company when he spoke a few simple phrases to them in their native tongue. He thought these spoken words created a bond between these men and himself that he could not have achieved otherwise. He said that he regretted that he had had no Spanish in high school or college. All the phrases he knew had been picked up during his army service. Languages may be the "keys to the hearts of men."<sup>6</sup>

A knowledge of foreign language has for the American youth three main values: commercial, cultural, and politico-social or international. We hear a great deal about the commercial value but little about the international values which are by far the more important to the great majority of people.

Our world is rapidly developing into one family. We are becoming one family because of faster communication, shorter distances due to faster transportation, and economic interdependence. The family is having a difficult time forming a governing body because of political conflicts. A better understanding of each other's language would be a big help in removing this block to world understanding. One hears much about the need for introducing international relations courses in our schools, but what does one hear about foreign languages?

There is danger that in the reorganization of our schools the fine arts and the languages and literature may suffer. In fact, to some extent this has already happened. Is utilitarianism to be the ends of education that administrators are seeking? Con-

cerning this Mr. Siegwalt O. Palleski makes this significant statement:

We must look at the ends of education in general: the person we are teaching is a child or an adolescent who is to become, through our guidance, a man or a woman. That man or woman will be responsible for his own development as a thinking and feeling individual and as an incorporate member of society. He is to achieve happiness in his own life in overcoming the difficulties that life presents; he is also to become a contributing citizen of the world, of the nation, of the community in which he lives, so that the difficulties of life may be diminished. We speak of liberal education, but we should mean liberating education: liberation from ignorance into knowledge, from impulsiveness into self-control, from clumsiness and weakness into skillfulness and strength; liberation from provincialism and selfishness into breadth of understanding and sympathy and magnanimity, in short from immaturity into manhood and womanhood.<sup>7</sup>

If our world is to become free of conflict it is necessary for us to become free of provincialism and prejudice. Therefore, if general education is to be considered as looking forward to the development of the student as a responsible human being and citizen, then the conclusion logically follows that foreign languages have a definite place in the curriculum.

Administrative officers should wake up to the fact that although many students may not make money from their knowledge of foreign languages neither do many of them cash in on their knowledge of other subjects such as geometry, chemistry, history, etc. There are many values which have no rate of exchange. It should not be necessary to point out to them that, in the limited time allowed, language students can not become fluent speakers, but, on the other hand, does the high school produce any expert

<sup>1</sup>Siegwalt O. Palleske, "Bread, and Not Stones," *The Modern Language Journal*, 35:144, February, 1951.

<sup>2</sup>Carl Binger, M.D., "What Is Maturity?" *Harper's Magazine*, May, 1951, p. 78.

<sup>3</sup>William M. Alexander and J. Galen Saylor, *Secondary Education* (New York: Rinehart & Co. Inc., 1949), p. 366.

<sup>4</sup>G. E. Teller, "Effective Citizenship and Foreign Language Study," *The Modern Language Journal*, 31:497-498, December, 1947.

<sup>5</sup>Conversation with Captain McNary, May 17, 1951. Captain McNary was attached to MacArthur's staff in Japan.

<sup>6</sup>G. E. Teller, "Effective Citizenship and Foreign Language Study," *The Modern Language Journal*, 31:498, December, 1947.

<sup>7</sup>Siegwalt O. Palleske, "Bread, and Not Stones," *The Modern Language Journal*, 35:143-144, February, 1951.



mathematicians, scientists, musicians, or actors either?<sup>8</sup> Within the limitations of time students of foreign languages can be taught an appreciation of the similarities and differences of various languages, and a respect for other people's culture.

The student who is properly introduced to a foreign culture through his language study will in later life desire to know more about foreign customs and modes of living. This will make him a more intelligent and effective world citizen. "We need an informed citizenry—we must not rely wholly on the interpretation of a few men in the State Department."<sup>9</sup>

President Tirey<sup>10</sup> in a talk to members of the Modern Language Club emphatically stated that there never was a time in world history when language study was so vitally necessary as now. The two tragic world wars which the United States has suffered through should have taught our people their responsibility—to try to understand other people's customs, conditions, and problems. The United States has been forced into a position of high responsibility. It did not seek or desire this responsibility. Regardless of the fact that the United States possesses a high degree of technical ability, the people of this country are still largely provincial in thought. They are not properly informed in regard to how Europe thinks or about the conditions that effect this thinking. That is one reason they can not understand post-war Europe. Even a small amount of time spent studying a foreign language enables one to see that people in different countries have different points of view and that therefore, foreign relations are not simple.

"Language . . . is the vehicle by

which our civilization is developed, maintained and handed over to future generations."<sup>11</sup> No one can understand his own language thoroughly except by comparison—comparison with another medium of communication. Dean Shriner<sup>12</sup> brought forward the idea that one would not attempt to pass judgment on different breeds of horses if he had a knowledge of only one breed. Neither can the suggestions and contributions which come to us from foreign countries be evaluated properly unless our people know the language, customs, and manners of these foreign countries well enough to compare them with our own.

There are many and varied means of communication but languages form the foundation for most of the media of communication. Culturally speaking, the real end in teaching languages is to widen horizons and deepen understanding by comparison.

#### VOCATIONAL OPPORTUNITIES FOR FOREIGN LANGUAGE STUDENTS

Benjamin Franklin<sup>13</sup> wrote in his autobiography that he thought modern languages should be taught before latin. He said that if, after spending some time in study, it became necessary to stop, they would at least have acquired a language that might be of use to them in ordinary life.

Parents, students, and administrators are continually asking about the practical uses for foreign language. Irene Zimmerman<sup>14</sup> says they specifically wish to know:

1. How much language training is necessary to be of real vocational worth?
2. Is proficiency in a foreign lang-

uage worthwhile in terms of higher salary?

3. Where do opportunities exist for the linguist?

4. What chances are there for getting a job in South America?

*Spanish, the language in demand.*

The study of Spanish offers more opportunities for practical use in this hemisphere than any other language. These opportunities stem from the fact that the United States is yearly increasing her trade with South America. When the "Cristobal," freight and passenger steamer of our government, made its first ocean-to-ocean voyage of a cargo-carrying boat through the Panama Canal on August 5, 1914, the news got scant attention.<sup>15</sup> England had declared war on Germany and that occupied our headlines. However, these two events worked hand in hand to increase our trade with South America. A knowledge of Spanish is needed to build and hold that trade. Trade requires more than machinery, markets, and money; it requires good will. A knowledge of the language, the customs, and the humor of our South American neighbors would help built this good will.

Sinclair Lewis<sup>16</sup> was of the opinion that travelers who go to foreign countries without a knowledge of the language never see below the surface of that country. If one wishes to know and understand the common people of any country, it is necessary to be acquainted with the language of that country. He said that a business man may suddenly wake up to find that his business calls him abroad and ". . . he will learn foreign words enough to sell oil or machinery, but he will go on being a bass horn that never takes the trouble to become a flute."<sup>17</sup>

A knowledge of foreign languages may be a primary or a secondary asset in obtaining a position. Even with

<sup>8</sup>Frederick S. Spurr, "Importance of Foreign Language Study in These Crucial Times," *The Modern Language Journal*, 35:219-221, March, 1951.

<sup>9</sup>W. S. Hendrix, "Why American Students Should Study Foreign Languages and Cultures," *The Modern Language Journal*, 32:292, April, 1948.

<sup>10</sup>Speech given at the Modern Language banquet, May 17, 1951 by President Tirey of Indiana State Teachers College.

<sup>11</sup>J. P. LeCog, "A Quest for a Basic Aim," *The Modern Language Journal*, 34:464, October, 1950.

<sup>12</sup>Speech given at Modern Language banquet, May 17, 1951, by Dean Shriner of the faculty of Indiana State Teachers College.

<sup>13</sup>Benjamin Franklin, "On Teaching Languages," *Hispania*, 31:540, August, 1948. Taken from Franklin's *Autobiography*.

<sup>14</sup>Irene Zimmerman, "Foreign Languages—A Vocational Asset," *Occupations*, 27:333-337, February, 1949.

<sup>15</sup>Frederick Bliss Luquiene, "National Need of Spanish," *Philological Pamphlet*, Vol. 2 No. 7, p. 699, 1913.

<sup>16</sup>Sinclair Lewis, "Travelers Must Learn Foreign Language," *Hispania*, 32:233, May, 1949.

<sup>17</sup>Loc. Cit.

a limited knowledge foreign language is a secondary asset in securing many positions. In most positions where foreign language is required, that position commands a somewhat higher salary. There are a few positions, such as teaching, where foreign language is a primary asset.

Spanish, the language most often requested in the majority of positions, is a secondary asset in such fields as business and industry, various vocations, and Civil Service. Much of the information that follows concerning these fields was taken from a study of vocational opportunities compiled by Theodore Huebener<sup>18</sup> and a pamphlet concerning occupational opportunities circulated by the Department of Cultural Affairs.<sup>19</sup>

Spanish is a very valuable tool when combined with specialized knowledge of some trade or profession. Keeping this in mind, business and industry can use students with a knowledge of Spanish in a great variety of positions.

**Business and industry.** Advertising is a field where Spanish is needed. This is particularly true in the automobile industry. The need will grow as our trade increases. Chrysler Corporation has a translation department which consists of translators, stenographers, and typists. They take care of incoming and outgoing foreign mail, translate materials such as catalogues, folders, bulletins, etc.

Export trade is playing a significant role in increasing profits for American companies. People are needed with varying degrees of knowledge of Spanish. The clerks and stenographers need a small amount of knowledge while those in the translation departments need to be fluent both in speaking and writing. Even a small amount of Spanish has a definite

market value in these jobs. The Manager of General Tire & Rubber Export Company made this significant remark: "It is the writer's personal opinion that every person should have a good knowledge of at least one language in addition to his own. In the case of North Americans, this additional language should preferably be Spanish."<sup>20</sup>

**Various Vocations.** There are various occupations which require a little knowledge of a foreign language, preferably Spanish. The Airlines require their stewardesses to have a practical command of at least one foreign language. Besides this they hire many persons with a knowledge of language in their business offices.

In large hotels such as in New York City or any large cosmopolitan area, it is important to have some help with a knowledge of foreign languages because of the foreign guests who arrive almost daily. The Waldorf-Astoria maintains a foreign department in their hotel in order to better serve their foreign guests.

Social work often requires the use of foreign languages. In view of world conditions it looks as if large numbers of social workers will be needed here and abroad.

A few vocations in which a high degree of skill in language is needed are: international relations, journalism, library work, interpreting, music, publishing, and research.

International relations associations maintain staffs of research workers, librarians, etc. Foreign language is essential but in most cases a Doctor's degree is also necessary.

The United Press employs many language experts. A person with but a little knowledge of a foreign language is of no value to them.

The field of library service offers many interesting possibilities for the foreign language student. This field offers a chance to librarians with a good command of the language to live in a foreign country.

In the publishing of trade magazines a fundamental knowledge of

Spanish is required from the highest executive down to the lowest paid clerical workers. Almost all export houses publish magazines for their foreign salesmen. Only people with previous language training are considered for work on these publications.

**Civil Service.** Many positions are open to the foreign language student in Civil Service. The greatest demand is for persons who can do stenography and secretarial work in foreign languages. Spanish is most frequently in demand. In most cases knowledge of a foreign language is secondary to a primary knowledge or skill. One needs to be very proficient in several foreign languages in order to qualify for a position as an interpreter or for a position in the Foreign Service.

**Teaching of foreign languages.** In order to be a teacher of a foreign language one should have a better knowledge of foreign language than can be learned in college. The prospective teacher should have work in graduate school, knowledge of educational methods, and foreign travel if at all possible. The majority of foreign language teachers in the secondary schools are native Americans who received their education in this country.

Latin is still the chief language taught in most secondary schools. However, Spanish has been gaining ground everyday.

The teaching of foreign language is rapidly being extended into the elementary schools. This is especially true in Texas, New Mexico, Florida, and California which have many residents of Spanish origin. In Texas Spanish is included from the third grade on up. Within the next five years the Los Angeles city schools expect to teach Spanish from the kindergarten through junior college.

## CONCLUSION

Foreign language instruction is needed if our nation is to have an informed citizenry, and if our schools are to educate our students to be world-minded. This should be taken into account when educational aims are formulated.

Foreign language should occupy

<sup>18</sup>Theodore Huebener, "Vocational Opportunities for Foreign Language Students," *The Modern Language Journal*, Second Revised Edition, 1946.

<sup>19</sup>"Occupational Opportunities for Students Majoring in Spanish or Portuguese," Pan American Union, Washington, D. C., Division of Education, Department of Cultural Affairs, No. 463.

<sup>20</sup>Huebener, *op. cit.*, p. 9.



an important place in the general education curriculum for international reasons. Our country assumed worldwide obligations after World War II. The United Nations is established in New York. Our troops are stationed at strategic points all over the world. One might almost say that the sun never sets on our sold-

iers. Our troops were shown to be sadly deficient in languages in the last war. A special training program had to be quickly set up to train our forces. Has the lesson been so quickly forgotten?

Foreign languages should be included in the secondary curriculum because they are a definite vocational

asset. The greatest number of job opportunities requiring some knowledge of a foreign language occurs in the clerical field. The language considered most important in the majority of these jobs is Spanish. Often a surprisingly little amount of foreign language knowledge has a definite market value.

## Book Reviews . . . .

*Modern Asia* by W. R. McAuliffe. New York, The Philosophical Library Inc., 1952, pp. 158. \$3.25.

Several things of interest and of vital concern to everyone are brought out by this book. It covers a vast area from Egypt east through Arabia, India, Indonesia, and Malaya, thence north through China to and including Japan and Korea. What with its broad geographical sweep and the millions of diversified peoples with which it deals, it is too limited to be much more than an outline, but it is a good outline. Enough historical background is given here and there to make the current situation throughout the area reasonably intelligible.

The area is a troubled one from end to end. Races and nationalities are so numerous and seemingly so confused that one wonders how the individual knows for a certainty to what group he belongs. Internal strife is rampant in most of it—strife over boundaries, resources, and for power. Numerous religious faiths tend to confound the confusion. Languages and dialects run into the hundreds. Economic status ranges from one rajah, reputed to be the richest man in the world, to millions on and beyond the verge of starvation.

Much of the area is now going through the experience of troubled adjustment to freedom recently achieved. Here and there, as in Arabia, Israeli, India, and Pakistan, independent governments are being established. England has given up India, the United

States the Philippines and Holland the East Indies. Only France is using force to hang onto Indo-China and this in contrast with the U. N. struggle to free Korea from Communist China. Many of these diverse peoples are already to sacrifice economic advantage to the achievement and preservation of independence.

Independence has not terminated Western interest in the region. There are too many points of strategic and commercial value ranging from Suez to Singapore to Hongkong to Seoul. And as long as there is oil in Arabia and rubber in Malaya, to say nothing of other resources, the Western powers will be interested. They must also be concerned for another and vital reason. Seemingly the area is ripe for Communist picking. In fact the Communists have already penetrated a large segment of it, notably China. So to prevent further such inroads the West must be alert to the advantages to be gained by friendly encouragement and economic aid.

The author makes no pretense at originality. Judged in terms of his references, his information was gleaned largely, if not entirely, from secondary sources. He deals with facts supplemented with a minimum of interpretation. At only one point can the writer of this review take exception, and that is with his proposition that the West drop Chiang Kai-shek and admit Red China into the U. N.

—Fred Brengle  
Head, Social Studies Department  
Indiana State Teachers College

*Contemporary Ethiopia* by David Abner Talbot. New York, New York, Philosophical Library, 1952, pp. 267 + X. \$3.00.

Seven years ago Mr. Talbot, an American journalist went to Ethiopia, where he taught and later edited both the English language publications of the government and the "Ethiopian Herald." Believing that "a flaw in the machinery of world peace and security" focused the interest of millions upon this nation, he wrote, "I believe that in the interest of universal brotherhood, to cherish and accept a common fatherhood, matters about Africa necessitates a new appraisal and a new approach. Ethiopia's struggle—is an impelling page in the new manifesto by which men of good will the world over should plumb their bearing in meeting the problems and guarding the interests and contributions of African peoples, not only in Africa, but everywhere."

Living behind certain natural barriers in a "racial fog" created by the many theories of "anthropologists, archaeologists and other preachers of the division of mankind" produced a long and blighting isolation from which Ethiopia has begun to emerge. The nation has "abundant natural resources, ample rainfall, extensive flora and a rich and varied fauna" and has been favored by the recovery of Eritrea.

Following his basic thesis and some cultural and historical background in the first five chapters, the journalist has reported in the remainder of the volume his enthusiastic endorsement



of the twentieth century changes and especially the outstanding services of Haile Selassie First. "The pace in this direction has been epitomized in the regime of Haile Selassie First, Elect of God, Conquering Lion of the Tribe of Judah." The emperor has exceptional mental and spiritual powers, to which were added a carefully planned education, travel, and valuable experience in public office prior to 1916.

"Since 1916, when as Prince Regent, His Majesty the Emperor was called to public duty, Haile Selassie has sped like a meteor whose brilliance transfixes our attention and permeates the whole fabric of the life and interests of Ethiopia." He "is no iconoclast, no revolutionary," so the Renaissance has been orderly and carefully administered. A written constitution granted during his first year as Emperor provided a unitary plan of modern constitutional government comparable to the British system. Much attention has been directed toward constitutional reforms in land tenure; the Agricultural Bank; an increase of commerce through road improvement, mechanical transports, airlines, etc.; far reaching changes in financial administration centering in the Ministry of Finance and a Central Treasury; in communications; a reorganized judicial system; and a series of educational changes. The moral and spiritual power of the Ethiopian Church, founded more than sixteen centuries ago, has supported this Renaissance significantly. The reporter-author has recognized the great need of Ethiopia for cultural world-wide contacts, for "tourism," for capital, and for foreign trade, although that trade has increased by more than six times since 1930.

The "new look" in Ethiopia has been achieved by the wise humanitarianism of a truly great Emperor-Administrator, who has conserved the good of the past in his program of modernization. But he and his people have been significantly a part of the world-wide movements of this cen-

tury. The reviewer sees the Ethiopian Renaissance as a parallel to the unrest and nationalist activities of the Near and Middle East.

—Raymond J. Reece  
Associate Professor of History  
Indiana State Teachers College

*Phantasy in Childhood* by Audrey Davidson and Judith Fay. New York: Philosophical Library, Inc., 1953. pp. 188 plus viii. \$4.75.

*Phantasy in Childhood* is, as the title indicates, an account of the phantasies of infants and children. It is written by two young women who have had an abundance of experience with children of all ages and on almost every page of the book we find an illustrative example of some child they have worked with.

There are seven chapters. Chapter I, *The World in Black and White*, centers around the idea that young children tend to view their world in black-and-white terms. "At times the world is ideally good; at other times intensely bad." Many illustrations of phantasies are given which demonstrate this interpretation. For example, the child who is not fed until he is extremely uncomfortable from hunger feelings and therefore "attacks" the breast with great energy will project this attack feeling and arrive at the notion that the breast (mother) is attacking him; as this feeling is refined with the child's growth development, he develops the phantasy of a "bad" mother. Here is one source of bad or hostile feelings toward his parents which every child experiences.

Chapter II, *The Influence of the Real World*, shows how the child's phantasies are modified by his actual experiences in the real world. Thus "we can, for example, continue to reassure a child that his harsh internal parents do not exist, or we can bring them to life or him." Many other examples are given of how "a child can be helped to see himself and the people and things around him less in the extreme black-and-white terms of phantasy."

Chapter III, *The Mouth as a Centre of Feeling*, shows how feelings and phantasies center around the mouth in infancy and how "later attitudes to eating and drinking, to giving and taking, and to life in general, and ability at every age and stage to make good relationships depend to a very large extent on the child's experiences in the early feeling situation."

Chapter IV, *Some Meanings of Excretion*, and Chapter V, *Genital Feelings and Phantasies*, continue to explore the nature of the child's phantasies as associated with his body functions.

Chapter VI, *Phantasy in Middle Childhood*, shows that the eight and nine-year-old tends to repress his phantasies. However, the child does express them rather subtly in his worship of national heroes, famous men and women, and so on, in his enthusiasm for the "gang," in his keen enjoyment of competitive games, and in imaginative play and stories.

Chapter VII, *The Living-through of Phantasies*, develops the idea that a child must find satisfying means of expressing his phantasies, must be able to experience deep feelings, in order to develop successfully. The case of four-year-old Dinah is presented at length in illustration.

This is a most interesting book and an enlightening one. It is not for the casual reader, however, in spite of its simplicity of style, for it deals with theories having deep meaning. What is more, its psychoanalytic orientation may leave some with the idea that its theories are unsubstantial. Nonetheless, when one finishes the book, whatever one's psychological learnings, there is likely to remain the feeling that perhaps in this book we do have deep truths about this infant child. At any rate, the present reader feels that she has gained much to contemplate further in the material of this book.

—Marguerite Malm  
Professor of Education  
Indiana State Teachers College

# FOUNDERS DAY CEREMONIES

and

Inauguration of Raleigh Warren Holmstedt  
as Sixth President

of

Indiana State Teachers College

---

WEDNESDAY, JANUARY 6, 1954

---

10 a. m. - Founders Day Convocation

Student Union Auditorium

10 - 12 a. m. - Registration of Inauguration Representatives

Student Union Formal Lounge

12 Noon - Luncheon for Delegates and Guests

Hotel Deming

1:30 p. m. - Inaugural Academic Procession

Student Union Building

2 p. m. - Inaugural Ceremony

Student Union Auditorium

4 p. m. - President's Reception

Student Union Ballroom

6 p. m. - Inaugural Dinner

Mayflower Room, Terre Haute House



Indiana State Teachers College Laboratory School

**Best Wishes** FOR A  
JOYOUS HOLIDAY SEASON

*from*

*The College Board, Administration, Faculty,  
and Students*

*of*

*Indiana State Teachers College*

AT TERRE HAUTE  
SINCE 1870

